



COLORADO
Department of Education

Application for Empowering Action for School Improvement (EASI)

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(<http://www.cde.state.co.us>)

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Print Application

LEA Information

Instructions: Complete the information below for your LEA's EASI Application Contact, Authorized Representative, and Fiscal Manager.

- The *Application Contact* will serve as the main person who will receive EASI updates and notifications from CDE.
- The *Authorized Representative* is typically the LEA's Superintendent/Executive Director.
- The *Fiscal Manager* is the LEA's contact for EASI budget-related communication from CDE and, if the LEA is awarded, will receive the Grant Award Notification (GAN) from CDE.

0030 - ADAMS COUNTY 14**Application Contact:**

First Name: Shelagh **Last Name:** Burke
Title: Executive Director of Federal Programs, Intervention Services & Technology
Phone: 303-853-3258 **Extension:**
Email: saburke@adams14.org

Authorized Representative:

First Name: Shelagh **Last Name:** Burke
Title: Executive Director of Federal Programs, Intervention Services & Technology
Phone: 303-853-3258 **Extension:**
Email: saburke@adams14.org

Fiscal Manager:

First Name: Andy **Last Name:** Flinn
Title: Grant Accountant
Phone: 303-853-3218 **Extension:**
Email: aflinn@adams14.org

Route Selection for Schools

Instructions: Use the following table to select routes for the LEA and each identified school(s). LEAs may select only one route for each school for proposed services and/or funding. Schools that will not be participating in any routes should remain checked as "No Route Selected" and districtwide supports should remain unchecked.

For more information about school eligibility, see the "Program Options and Eligibility" matrix in the application planning document (PDF) (<http://www.cde.state.co.us/fedprograms/easiapplicationplanningdocument>).

0030 - ADAMS COUNTY 14

DISTRICT LEVEL

Selected: **Offered Services**

0024 - ADAMS CITY HIGH SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
 State Plan Type: **Priority Improvement Plan: Meets 95% Participation (Year 8)**

Selected: **Exploration**

0186 - ALSUP ELEMENTARY SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
 State Plan Type: **Performance Plan: Meets 95% Participation**

Selected: **Exploration**

1426 - CENTRAL ELEMENTARY SCHOOL

ESSA Designation: **N/A**
 State Plan Type: **Priority Improvement Plan: Meets 95% Participation (Year 6)**

Selected:

0002 - DISTRICT OPTION 2

ESSA Designation: ...
 State Plan Type: ...

Selected: **No Route Selected**

0003 - DISTRICT OPTION 3

ESSA Designation: ...
 State Plan Type: ...

Selected: **No Route Selected**

2308 - DUPONT ELEMENTARY SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
 State Plan Type: **Improvement Plan: Meets 95% Participation**

Selected: **Exploration**

6534 - HANSON ELEMENTARY SCHOOL

ESSA Designation: Comprehensive Support and Improvement -
Lowest 5 Percent
State Plan Type: Priority Improvement Plan: Meets 95%
Participation
(Year 2)

Selected: **Exploration****4516 - KEARNEY MIDDLE SCHOOL**

ESSA Designation: Additional Targeted Support and
Improvement
State Plan Type: Performance Plan: Meets 95% Participation

Selected: **Exploration****4536 - KEMP ELEMENTARY SCHOOL**

ESSA Designation: Comprehensive Support and Improvement -
Lowest 5 Percent - HOLD
State Plan Type: Performance Plan: Meets 95% Participation

Selected: **Exploration****0022 - LESTER R ARNOLD HIGH SCHOOL**

ESSA Designation: Comprehensive Support and Improvement -
Low Graduation
State Plan Type: AEC: Priority Improvement
(Year 1)

Selected: **Exploration****5982 - MONACO ELEMENTARY SCHOOL**

ESSA Designation: Comprehensive Support and Improvement -
Lowest 5 Percent
State Plan Type: Improvement Plan: Meets 95% Participation

Selected: **Exploration****7500 - ROSE HILL ELEMENTARY SCHOOL**

ESSA Designation: Comprehensive Support and Improvement -
Lowest 5 Percent
State Plan Type: Priority Improvement Plan: Meets 95%
Participation
(Year 3)

Selected: **Exploration**

LEA Application Summary

Instructions: Provide a brief description (no more than 500 words) that addresses each of the questions below. These questions should be completed for any LEA applying for funds. This section must be completed before any funds or services are released.

Questions

Provide context for the LEA's motivation for participating in the EASI program. Include:

- A description of current accountability status for the LEA and its system of supports, especially for schools identified under the state and federal systems.
- An overview of the challenges the LEA and the identified school(s) face. The description should be organized by the **Four Domains for Rapid School Improvement (PDF)** (https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf (culture shift, instructional transformation, leadership and talent development)).

The Adams 14 School District is entering Year 8 of Priority Improvement or Turnaround Status and is identified as one of the lowest performing districts within the state of Colorado. In 2017, the District completed a thorough data analysis, which included student achievement, longitudinal growth, postsecondary college and career readiness, and teacher effectiveness data, as well as past instructional frameworks. Using this information, Adams 14 district leaders developed a turnaround plan to edify identified opportunities for growth. To address the District's lack of instructional resources aligned to the Colorado Academic Standards and the inconsistent implementation of research-based instruction through a lens of culturally and linguistically diverse populations, the District purchased a reading program for grades K-5, implemented a biliteracy program in grades K-3, and created the opportunity for students to earn the Adams 14 Seal of Biliteracy upon graduation. Adams 14 has also entered into an external management partnership with Beyond Textbooks for Adams City High School, Central Elementary and Rose Hill Elementary (2017) and has expanded to Adams City Middle School, Kearney Middle School, Kemp Elementary, and Hanson Elementary (2018).

District leaders were optimistic that the 2017-2018 turnaround plan and associated goals would, in one year, provide a framework for building sustainable systems with significant, immediate and positive impact on student growth and achievement, and put the district on a path to creating a collaborative culture of continuous improvement with high expectations. At the end of year-one of the turnaround plan, Adams 14 District made incremental improvements in some areas, which resulted in three schools scoring a rating of Improvement and three schools scoring a rating of Performance. While the District met overall goals as outlined in the turnaround plan and are on track to providing the students and families in Adams 14 with the high-quality education they deserve, more time and resources are needed to support sustainable systems wide changes.

This conclusion is congruent to the findings of the 2017-18 District and School Performance Frameworks, the review completed by Team Tipton (an external partner for visioning and community engagement), and the findings from the SchoolWorks State Review Panel Report completed in October of 2018, which all indicated a need for additional external support within an extended and specified time frame. It has been recommended that the District continue with Beyond Textbooks to provide the instructional framework and seek out an external management entity that will hold the District accountable for continued improvement in building leadership capacity, continuing instructional transformation, deepening community engagement through a comprehensive cultural shift, and recruiting/retaining high quality talent. To this end, Adams 14 and Adams City High School will be presenting a request for an additional External Management Organization at the State Board of Education hearing on November 14, 2018. For access to more in-depth information regarding these findings and to access additional resources, please visit: <https://tinyurl.com/A14-2018-Turnaround-Process>

Explain how, if awarded, the LEA will support its identified schools (i.e., CS/TS/ATS, Priority Improvement and/or Turnaround) schools to ensure that school improvement services, activities, and/or grants are on track and in alignment with their improvement plans.

The District anticipates a fully collaborative relationship with a new EMO. Adams 14 School District is willing to grant even more authority to a new EMO within the scope of their operations. While subject to limitations in state law regarding personnel matters, the new District-level EMO will be empowered to give directives to the Superintendent on non-personnel matters in the following areas: (a) Organization Cultural Shift, (b) Instructional Transformation, (c) Leadership Development, and (d) Talent Development.

The District-level EMO will also have authority (and be expected) to make recommendations to the Board of Education on all matters within its governance of the District, including personnel. The EMO will contract for terms of two and one-half years through the 2021 school year, with a provision for optional renewal terms. It is our charge that the EMO will advance the District's mission and vision via systemic reform so that students are highly competitive in an ever-changing world. Through the RFQ/P process, the District will seek a District-level EMO with a proven past performance of success in the following areas: (a) accelerating measurable and sustainable district and school improvement; (b) developing a strong academic program infrastructure and successfully coordinating work with other partners; (c) setting clear benchmarks and expectations for implementation and progress monitoring of turnaround strategies; (d) supporting district leadership teams to successfully implement and monitor effectiveness of turnaround strategies; (e) developing organizational and leadership systems and structures at district and school levels including, but not limited to, analyzing data to establish, articulate and monitor measurable goals; (f) establishing and improving

processes and procedures to attract, hire, and retain high quality leaders, teachers, and support staff—particularly in staff retention; (g) working in an urban and/or industrial area with student populations, including high numbers of students at risk of academic failure, as well as those with disabilities and language barriers; and (h) advising school boards and district leaders on effective governance and oversight best practices.

ORGANIZATION CULTURAL SHIFT The District must continue to work towards dramatic improvement in the internal and external culture. All staff must strive to be collaborative, inclusive, intentional, proactive, and transparent. This transformation will improve trust as well as increase internal capacity to implement best practices in family and community engagement and communication. The District will create and sustain partnerships that empower and inspire families, collaborate with external organizations to share responsibilities and ownership of school and learning, and create added opportunities for students to increase ownership and pride in their learning environment. As a part of its turnaround plan, the District has contracted with Team Tipton, who is supporting us in restoring relationships with the community. Team Tipton provides opportunities to engage intentionally with stakeholders in positive and authentic ways. The District has already experienced success from interactive sessions and anticipates continued positive interactions.

The EMO will provide accountability systems to ensure that the District has created benchmarks that respond to and meet Team Tipton's recommendations for cultural transformation. The District looks forward to cultivating and employing collaborative cultures through purposeful action.

INSTRUCTIONAL TRANSFORMATION The District needs deeper and more comprehensive improvements in its instructional practices. While Beyond Textbooks has provided the "what" to teach in some subject areas and grade levels, our educators are now ready for innovative and engaging pedagogical supports to further develop and improve practice and student achievement. The new EMO would support the following activities: (a) increasing academic rigor (e.g., engaging and effective lesson plans); (b) capacity-building of educators' literacy of the standards; (c) creating opportunities to maximize our English Language Learners' skills and development; (d) analyzing and aligning system-wide supports, effective interventions, and enrichment supports for students identified with special and/or exceptional needs; and (e) accelerating learning opportunities and tier supports for students who are behind grade level.

In collaboration with the new EMO, and in addition to other external service providers as needed, Adams 14 will develop incremental goals for achieving instructional transformation. The preferred partner will provide guidance, feedback, and assessment of the District's progress towards meeting these goals.

LEADERSHIP DEVELOPMENT Strong leadership is essential to student performance because leaders are the catalyst who create a robust culture of rigor and clarity for changing the vision. The District needs: (a) consistent leadership and the value of institutional knowledge to create a culture of learning, trust, and efficacy; (b) sufficient and efficiently allocated personnel able to execute responsibility and accountability at the District; and (c) implementing emerging structures that develop leadership capacity to effectively lead the turnaround work at the District and to ensure effective oversight and sustainable implementation of change efforts.

Therefore, in collaboration with the new EMO, and in addition to other external service providers, the District will develop differentiated school support structures, clarify the roles of all leaders, develop and maintain human capital, and develop and implement support structures to monitor the District's progress towards leadership development.

Describe how the LEA will support its identified school(s) to ultimately exit the federal and/or state designations and sustain improvements.

Adams County 14 has schools identified under both federal and state designations that need to exit their statuses and sustain improvements, which is why we need an EMO to facilitate an aggressive and systemic improvement effort across all schools within the district. While our turnaround plan focuses most heavily on District leadership and creating sustainable systems to advance academic performance in our comprehensive and targeted schools, we understand that all of our schools would benefit from holistic reviews, improvement planning support, community and parent engagement support and early implementation efforts. Should Adams 14 be awarded the EASI grant, we would ask that the EMO support diagnostic review for all of our schools, as well as our Special Education programs, so that we can gather a more comprehensive view of the challenges we face and develop a systematic plan to obtain larger gains at the school level.

An EMO would support the District in setting up improvement planning efforts to hold schools and the District more accountable to the improvement actions and achievement indicators. Adams 14 would also need support with planning and early implementation of the improvement plans so that we can accelerate all of our schools and the District to exit the accountability watch. Adams 14 embraces the opportunity to contract an EMO that is firm in their management and implementation levels at the beginning of the contract. However, a gradual release of responsibility is the ultimate goal once sustainable systems are in place.

Exploration Supports Route

Current Context

The primary purpose of the Exploration Supports route is to help schools and LEAs gather information about their needs and plan for future action. While LEAs have the option of selecting all or just one of the available exploration supports (diagnostic review, community engagement, improvement planning), keep in mind that applying for subsequent implementation activities through EASI will require evidence of an external review, meaningful community engagement and a well-developed improvement plan. In recognition that sites may complete their exploration phase and be ready for implementation prior to the next EASI application window, a small amount of dollars may be budgeted for implementation in this fiscal year (pending CDE approval).

Instructions: Complete the question below for the LEA and/or for all schools participating in the Exploration Supports Route.

Questions

Describe why the LEA has selected Exploration as the best route for the identified school(s) and/or LEA. Make sure to address any connections to identification for improvement through the state and/or federal identification system. If not selecting all three exploration areas (diagnostic review, community engagement, improvement planning) through EASI, provide a description on how those areas have already been or will be supported to ensure the school/LEA is fully ready for implementation by next fiscal year.

Note: CDE may also consult publicly available documents (e.g., UIP, SPF) to better understand the current LEA/school environment.

Adams County 14 School District is requesting a provider external to CDE to support our turnaround efforts. The District asks that an EMO conduct a diagnostic review of all the schools identified as either targeted or comprehensive support, and/or are identified as on the accountability clock, with the exception of Kearney Middle School, as they have completed this work in the past year. A detailed and comprehensive diagnostic review is necessary due to the extensive needs throughout the district and to keep pace with upcoming changes in the School Performance Framework.

As identified in the District's Diagnostic Review, Family Engagement Survey, and the Colorado Department of Education Diagnostic Review, the District struggles with effective community engagement. In an effort to increase positive engagement with various stakeholders, the District has partnered with Team Tipton over the past five months to facilitate numerous stakeholder events, and we have seen a positive improvement in efforts thus far. The District would like to expand our efforts with Team Tipton, who would be under the direction of the EMO, to work directly with our schools so that we have coherence between the District and all schools in our community engagement efforts..

Kearney Middle School, Dupont Elementary School, and Monaco Elementary School have recently and successfully participated in a variety of turnaround activities that model the kind of changes we want to implement at the District level. Dupont recently completed a three year effort with Connect for Success; Kearney recently completed a diagnostic review; and Monaco is currently participating in the Turnaround Network. Even though these three schools have experienced success, we would like to include them in our larger improvement efforts to ensure they continue to make improvements and are included in our efforts to create sustainable systems to ensure all of our schools and our district exit the accountability clock and remain at Improvement or Performance.

Exploration Supports Route

Selection

Instructions: For each school and/or LEA, select each of the exploration activities you are requesting. Select all requested activities (diagnostic review, community engagement, improvement planning) that apply for each school/LEA. For each activity selected, choose whether the LEA and/or school anticipates using CDE's support or using an external provider.

Select An Option

0024 - ADAMS CITY HIGH SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

- ☒ Diagnostic Review
- ☒ Community Engagement Supports
- ☒ Improvement Planning Supports

0186 - ALSUP ELEMENTARY SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
State Plan Type: **Performance Plan: Meets 95% Participation**

- ☒ Diagnostic Review
- ☒ Community Engagement Supports
- ☒ Improvement Planning Supports

1426 - CENTRAL ELEMENTARY SCHOOL

ESSA Designation: **N/A**
State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

- ☒ Diagnostic Review
- ☒ Community Engagement Supports
- ☒ Improvement Planning Supports

2308 - DUPONT ELEMENTARY SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
State Plan Type: **Improvement Plan: Meets 95% Participation**

- ☒ Diagnostic Review
- ☒ Community Engagement Supports
- ☒ Improvement Planning Supports

6534 - HANSON ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent**
State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

- ☒ Diagnostic Review
- ☒ Community Engagement Supports
- ☒ Improvement Planning Supports

4516 - KEARNEY MIDDLE SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
State Plan Type: **Performance Plan: Meets 95% Participation**

- ☐ Diagnostic Review
- ☒ Community Engagement Supports
- ☒ Improvement Planning Supports

4536 - KEMP ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent - HOLD**
State Plan Type: **Performance Plan: Meets 95% Participation**

- ☒ Diagnostic Review
- ☒ Community Engagement Supports
- ☒ Improvement Planning Supports

0022 - LESTER R ARNOLD HIGH SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Low Graduation**
State Plan Type: **AEC: Priority Improvement**

- ☒ Diagnostic Review
- ☒ Community Engagement Supports

☒ Improvement Planning Supports

5982 - MONACO ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent**

State Plan Type: **Improvement Plan: Meets 95% Participation**

☒ Diagnostic Review
☒ Community Engagement Supports
☒ Improvement Planning Supports

7500 - ROSE HILL ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent**

State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

☒ Diagnostic Review
☒ Community Engagement Supports
☒ Improvement Planning Supports

Exploration Supports Route

Diagnostic Review Selection

Instructions: For the LEA and/or each school requesting a diagnostic review, choose the type of review requested. Select only one type of review per school and/or the LEA.

Select An Option

0024 - ADAMS CITY HIGH SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

0186 - ALSUP ELEMENTARY SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
State Plan Type: **Performance Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

1426 - CENTRAL ELEMENTARY SCHOOL

ESSA Designation: **N/A**
State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

2308 - DUPONT ELEMENTARY SCHOOL

ESSA Designation: **Additional Targeted Support and Improvement**
State Plan Type: **Improvement Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

6534 - HANSON ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent**
State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

4536 - KEMP ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent - HOLD**
State Plan Type: **Performance Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

0022 - LESTER R ARNOLD HIGH SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Low Graduation**
State Plan Type: **AEC: Priority Improvement**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

5982 - MONACO ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent**
State Plan Type: **Improvement Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

7500 - ROSE HILL ELEMENTARY SCHOOL

ESSA Designation: **Comprehensive Support and Improvement - Lowest 5 Percent**
State Plan Type: **Priority Improvement Plan: Meets 95% Participation**

- ☒ Holistic Review
- ☐ English Language Development (ELD) Program Review
- ☐ Focused Review on Early Literacy (PK-3)
- ☐ Special Education Service Review

Exploration Supports Route

Exploration Grant Activities

Instructions: Complete each of the questions below for the LEA and/or for all schools participating in the Exploration Supports Route. If selecting a provider external to CDE, respond to all questions below. If selecting CDE supported reviews, respond to the last two questions only (involving stakeholders and the work plan and budget request).

Questions

Describe the process used to select provider(s) external to CDE. This includes any requested exploration services (diagnostic review, community engagement, improvement planning).

As Part of the State Board of Education November 14th hearing, Adams 14 will be requesting the state directed action of partnering with an external management organization (EMO). If the State Board of Education approves this directed action, the District is prepared to immediately begin a Request for Qualifications (RFQ/P) to select an organization with the necessary qualifications and willingness to collaborate with the District and ACHS as an External Management Organization. The RFQ/P has identified that the EMO will conduct a diagnostic review of the District and each individual school, as well as create systems for Improvement planning with an emphasis on accountability. The EMO will provide oversight of Team Tipton, who we have already partnered with to support efforts to increase the frequency and quality of community engagement at the district level, but will expand efforts to each school to ensure coherence with the District's efforts and to create sustainable systems. The RFQ/P is also charged with creating improvement planning systems with a focus on accountability.

The Owner's Selection Committee will evaluate and score the RFP/Q submittals based on the following selection criteria: (a) Letter of Interest - completed a concise and organized letter of interest and RFQ/P response that addressed all of the submittal criteria; (b) Experience and Qualifications - provided a comprehensive and insightful experience and qualifications package, which highlighted key personnel in addition to other items as stated; (c) Scope of Services - affirmed each of the Owner's requirements for this project and demonstrates a clear understanding of Owner's needs and clear direction toward completing scope of work; (d) Schedule - demonstrated the ability to complete the planning tasks within the timeframe needed, including a complete and understandable schedule; and (e) References - provided a comprehensive project list with contact information for projects completed over the last five years.

An interview invitation will be sent to the three Candidates with the highest RFQ/P submittal scores. The purpose of the interview is to ensure a full understanding of the RFQ/P responses and to introduce key members of the External Management Organization. The interviews will consist of a short presentation followed by a longer period for questions and answers. The selected EMO will be determined based on their interview score, which is separate from their RFQ/P submittal score.

Provide details on the expertise and background knowledge of the provider(s) external to CDE to effectively complete the expected work (e.g., previous experience with positive references, expertise in evaluating special education programs (as applicable), etc.).

If the State Board of Education decision on November 14th, 2018 is for Adams County 14 School District to move forward with the RFQ/P process, either the Colorado Department of Education or the State Board of Education will ultimately review the District's final selection to ensure that the EMO has the expertise and background knowledge to complete the work successfully. The District has already contracted with Team Tipton to support the Visioning process and to support community engagement efforts, which we have already seen improvements in these efforts. The EMO selected would ultimately have oversight of Team Tipton.

Team Tipton began working with Adams 14 in the summer of 2018 in response to CDE's School and District Performance Diagnostic report which made three recommendations: (1) Strategic Vision and Planning, (2) Talent Management and Accountability, and (3) Strategic Communication. Team Tipton was chosen based on its track record of customized approaches in creating leadership cohesion, driving organizational vision, internal and external stakeholder engagement, and facilitating cultural transformation in public education. Team Tipton employs organizational psychologists, mediators, social workers, public education thought leaders, management consultants, enterprise communication experts, professional project managers, as well as professionals with deep expertise in cultural conflict resolution. Their approach has been proven to deliver transformative outcomes in many aspects of the public sector, including public education, government, nonprofits and public utilities. We have already seen compelling results from our collaboration with Team Tipton and believe these efforts will be encouraged to continue under the management of the External Management Organization. Action to increase the opportunities for decision making with stakeholder input has already begun with Team Tipton's support, as evidenced by the inclusion of our community's values within both the Concept Paper to be presented at the November 14, 2018 State hearing and the RFQ/P that is planned to launch once approved by the State Board of Education. The collaborative momentum we have begun with Team Tipton will benefit the EMO as the system building for this work has already begun and can be leveraged by the EMO to inform their diagnostic review process.

Describe the steps the LEA has taken (and/or will take) to involve stakeholders in a meaningful way (including principal, other school leaders, teachers, and parents) in this process.

The district is committed to engaging internal and external stakeholders throughout the process. An independent district-wide assessment, conducted by consulting group Team Tipton from August to September 2018, has identified the lack of vision, direction and strategic priorities as key concerns for stakeholders, including parents, community leaders, students, teachers and district leaders. The proposed visioning process at each of the district's schools aims to create an internal and external stakeholder-informed vision, with clear 1-, 3-, and 5-year school improvement plans to accelerate progress, create sustainable improvements, exit the accountability clock and become high performing schools. The process will include interviews, focus groups and small and large group engagement sessions with teachers, parents, students (as appropriate), school leaders, community and other stakeholders to develop preferences related to core values, mission, vision, strategic preferences, culture and climate, governance, outreach and communication, decision-making, issue resolution, and overall priorities.

Work Plan and Budget Request

Using the "Add Grant Activities" button below, create a work plan and budget request. For each grant activity in the work plan:

- Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF) (<http://www.cde.state.co.us/fedprograms/explorationsupports>).
- Ensure that costs are clearly tied to the grant activities and are calculated with detail in the "description of activity" field.

Note: Exploration funds must be spent by June 30, 2019. Implementation funds are available from July 1, 2019 - December 30, 2019.

ID Ref	Location	Location Contact (name, email, phone)	Description of Activity	Start Date / End Date	Person(s) Responsible	Fiscal Year	Program Code	Object Code	Salary Position	FTE	Reques Amo
320	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 – June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0300		0.00	15000
321	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
326	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800

419	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 – June 30, 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
420	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 – June 30, 2019	Team Tipton, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500
421	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 – June 30, 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0600		0.00	1500
422	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 – June 30, 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
423	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 – June 30, 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90

424	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
425	0024 - ADAMS CITY HIGH SCHOOL	Gabriella Maldonado gmaldonado@adams14.org 303-853-7705	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
2102	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 – June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0300		0.00	15000
2103	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
2105	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800

2106	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2108	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500
2109	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2110	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2112	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90

2113	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018- 2019	ImprovementInstructionalServices	0300		0.00	25000
2114	0186 - ALSUP ELEMENTARY SCHOOL	Dawn Menard, dmenard@adams14.org; 303-853-5702	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018- 2019	ImprovementInstructionalServices	0300		0.00	5000
2115	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 – June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018- 2019	ImprovementInstructionalServices	0300		0.00	15000
2116	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root- cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018- 2019	InstructionalProgram	0100	000Stipends	0.00	8200
2117	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root- cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018- 2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800

2119	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2120	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500
2121	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2122	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2124	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90

2125	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
2126	1426 - CENTRAL ELEMENTARY SCHOOL	Deana Valadez; dvaladez@adams14.org; 303-853-5654	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
2128	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 – June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0300		0.00	15000
2131	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
2132	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800

2136	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2138	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500
2145	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2146	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2148	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90

2149	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
2152	2308 - DUPONT ELEMENTARY SCHOOL	Pat Almedia; palmedia@adams14.org; 303-853-5753	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
2153	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 – June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0300		0.00	15000
2154	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
2156	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800

2157	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2163	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2019-2020	SupportProgram	0600		0.00	500
2165	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2168	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2171	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90

2173	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
2175	6534 - HANSON ELEMENTARY SCHOOL	Todd Wynne, twynne@adams14.org; 303-853-5804	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
2178	4516 - KEARNEY MIDDLE SCHOOL	Tom Ciolek, tciolek@adams14.org; 303-853-5504	As part of stakeholder engagement supports, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2179	4516 - KEARNEY MIDDLE SCHOOL	Tom Ciolek, tciolek@adams14.org; 303-853-5504	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500

2181	4516 - KEARNEY MIDDLE SCHOOL	Tom Ciolek, tciolek@adams14.org; 303-853-5504	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2183	4516 - KEARNEY MIDDLE SCHOOL	Tom Ciolek, tciolek@adams14.org; 303-853-5504	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2185	4516 - KEARNEY MIDDLE SCHOOL	Tom Ciolek, tciolek@adams14.org; 303-853-5504	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90
2186	4516 - KEARNEY MIDDLE SCHOOL	Tom Ciolek, tciolek@adams14.org; 303-853-5504	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
2188	4516 - KEARNEY MIDDLE SCHOOL	Tom Ciolek, tciolek@adams14.org; 303-853-5504	After the completion of the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
2543	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 - June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0300		0.00	15000

2551	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root- cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018- 2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
2553	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root- cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018- 2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800
2554	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTPF) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018- 2019	SupportProgram	0300		0.00	7500
2559	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	Translation services for Team Tipton's DTPF School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018- 2019	SupportProgram	0600		0.00	500

2562	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018- 2019	SupportProgram	0600		0.00	1500
2563	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018- 2019	SupportProgram	0100	000Stipends	0.00	410
2564	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018- 2019	SupportProgram	0200	000Stipends	0.00	90
2565	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018- 2019	ImprovementInstructionalServices	0300		0.00	25000
2566	4536 - KEMP ELEMENTARY SCHOOL	Bob Jurhs-Savage; rsavage@adams14.org; 303-853-5851	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018- 2019	ImprovementInstructionalServices	0300		0.00	5000
2567	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 - June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018- 2019	ImprovementInstructionalServices	0300		0.00	15000

2568	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
2571	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800
2574	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2575	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500

2579	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2581	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2585	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90
2586	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
2589	0022 - LESTER R ARNOLD HIGH SCHOOL	Paul Sandos; psandos@adams14.org; 303-853-3305	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
2590	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 - June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0300		0.00	15000

2593	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
2595	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800
2597	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTFP) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2598	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500

2600	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2601	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2603	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0200	000Stipends	0.00	90
2604	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
2607	5982 - MONACO ELEMENTARY SCHOOL	Mary Helen Lechuga; mhlechuga@adams14.org; 303-853-5902	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
2609	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	As part of an external review - An EMO will perform a holistic diagnostic review, including a review of special education programming, to identify trends and performance challenges, data gathering and organizing, root-cause analysis, target setting, action planning and progress monitoring.	January, 2019 - June 30, 2019	EMO - teachers, parents, students (as appropriate) school and district leaders, community, other stakeholders	2018-2019	ImprovementInstructionalServices	0300		0.00	15000

2610	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	Stipends for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0100	000Stipends	0.00	8200
2611	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	Benefits for meetings - As part of a holistic diagnostic review an EMO will facilitate meetings with certified staff to review data, trends, performance challenges, root-cause analysis, target setting, action planning, and progress monitoring	January, 2019 – June 30, 2019	EMO, school leaders, district Leaders, teachers	2018-2019	ImprovementInstructionalServices	0200	000Stipends	0.00	1800
2612	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	As part of stakeholder engagement supports, in conjunction with the EMO's Diagnostic Review, Team Tipton will use its Design the Future Process (DTPF) to conduct SCHOOL VISIONING at each school. This process will involve public engagement / outreach sessions with internal and external stakeholders related to stakeholder engagement and improvement planning. These sessions will leverage the observations coming from the assessment to develop priorities and preferences related to: core values, mission and vision, strategic preferences, culture and climate, governance, outreach and communication, decision making, issue resolution, and overall prioritization of initiatives within the school and its community stakeholders.	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0300		0.00	7500
2613	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	Translation services for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	500

2614	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	Supplies and food for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0600		0.00	1500
2615	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	Childcare stipends for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	410
2619	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	Childcare benefits for Team Tipton's DTFP School Visioning/engagement meetings	January, 2019 - June 2019	Team Tipton, EMO, teachers, parents, students (as appropriate) school leaders, community, other stakeholders	2018-2019	SupportProgram	0100	000Stipends	0.00	90
2620	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	As part of the Improvement Planning Supports an EMO will perform specific planning related to school scheduling, UIP planning and development, data analysis, professional development, and school vision and mission	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	25000
2624	7500 - ROSE HILL ELEMENTARY SCHOOL	Luis Camas; lcamas@adams14.org; 303-853-5951	After the completion of the Diagnostic Review and the Improvement planning, as part of the Early Implementation, the EMO will support implementation of action steps, outreach to community, support progress monitoring of action steps/UIP targets for 2019-2020 school year	January, 2019 - June 2019	EMO, school leaders, district Leaders, teachers, Team Tipton	2018-2019	ImprovementInstructionalServices	0300		0.00	5000
										Total:	\$625,000

REMEMBER: If you selected a provider external to CDE for Exploration Supports, remember to upload a Memorandum of Understanding (MOU) (e.g., duration, expectations, deliverables, timeline) and/or a scope of work with the selected provider and/or facilitator that aligns with the budget request on the "Supporting Documentation Uploads" page.

Exploration Supports Route

Assurances

There are no program-specific assurances for the Exploration Supports Route in addition to the general assurances for EASI. LEAs that accept School Improvement services and/or funding for Exploration Supports agree to the general assurances found on the "General Assurances" page toward the end of this application.

Offered Services Route

Selection

Instructions: In the table below, select an option for the LEA and/or each school applying for the Offered Services. Each selection indicates that the LEA is interested in funds and/or services for the LEA and/or the LEA's identified school(s). Multiple selections may be made for the LEA and/or each school; however, please adhere to the eligibility requirements for each opportunity selected. For more information about eligibility, see the "Program Options and Eligibility" matrix in the application planning document (PDF) ().

The services in the table below are competitive funding opportunities. See the application planning document (PDF) (<http://www.cde.state.co.us/fedprograms/easiapplicationplanningdocument>) under "Offered Services Selection Criteria and Evaluation Rubric" for more information.

Select An Option

DISTRICT LEVEL

- ☒ Accountability Pathways Planning and Implementation
- ☐ Colorado Multi-Tiered System of Supports (CO-MTSS)
- ☐ School Turnaround Leaders Development Program
- ☐ Fundamentals of Literacy Instruction Training

Offered Services Route

Accountability Pathways Planning and Implementation

Selection

Instructions: Select which pathways option(s) the LEA has selected for each of its identified school(s) and/or at the LEA level. By choosing "planning" the LEA indicates that the State Board of Education has not yet directed action for LEA and/or school. By choosing "implementation", the LEA indicates that the State Board of Education has already directed action for the LEA and/or school.

Select An Option

DISTRICT LEVEL

- ☐ Planning
- ☒ Implementation

Offered Services Route

Accountability Pathways Planning and Implementation

Grant Activities

Instructions: Complete each of the questions below for all schools participating in the Accountability Pathways Planning or Implementation activities. If multiple schools are ready for the implementation phase (i.e., State Board of Education has directed action), you can provide an overall progress monitoring plan if it is the same for all schools. If the schools' plans are vastly different, then the LEA will need to clearly describe each progress monitoring plan in the grant activities section. The work plan should clearly delineate the schools participating in each activity.

Questions

Identify which individual will be the point person and will lead the pathway planning or implementation process. This person must be a district employee that sits on the Superintendent's leadership team and has the authority to work with the local school board.

Superintendent - Dr. Javier Abrego
Executive Director of Curriculum and Instruction - Dr. Jeanette Patterson

NOTE: If you did not select "Implementation" as a pathway for any school or district on the previous page, please skip this question.

Describe the methods and metrics for monitoring and evaluating the implementation and outcome of the selected pathway. Specifically address the following questions:

- What data will be used to monitor progress (interim and summative measures) and be shared back with CDE and the State Board of Education?
- What is the timeline for collecting and sharing this data publicly and with CDE?
- How will you use interim data to adjust course if progress is not being seen?

Adams 14 conducts quarterly short-data cycle reviews as part of its current accountability system. These reviews include metrics of both interim and summative data, as well as surveys, whole child data, engagement data and classroom observations. Implementation benchmarks, as outlined in agreements with external partners are also monitored during the data cycle reviews. We work closely with Lisa Medler, our identified support for improvement planning at a minimum of twice monthly to discuss progress or any concerns that may come up. Each quarter we extensively review both the District and ACHS progress monitoring data and reflections/next steps, which is then reported out to both the Adams 14 BOE as well as the Colorado BOE in a report created by Lisa Medler. We use the identified quarterly targets to make determinations of whether we need to make adjustments to our course of action. If we are not meeting our targets, we identify root causes and create action steps to remediate the root causes identified. The EMO would be charged with supporting us in creating a tool to monitor the work closely, but to ensure that the district is held accountable in its actions around the proposed work as this is an area the district has struggled to complete successfully in the past. Also, this work with the EMO would be contingent upon the State Board of Education decision on November 14th, 2018.

Work Plan and Budget Request

Using the "Add Grant Activities" button below, create a work plan and budget request. For each grant activity in the work plan:

- Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (<http://www.cde.state.co.us/fedprograms/exploration-accountabilitypathways>).
- Ensure that costs are clearly tied to the grant activities and are calculated with detail in the "description of activity" field.

Note: Provide a budget for 2018-19 (remaining), 2019-20, and 2020-21 (2-1/2 years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years.

ID Ref	Location	Location Contact (name, email, phone)	Description of Activity	Start Date / End Date	Person(s) Responsible	Fiscal Year	Program Code	Object Code	Salary Position	FTE	Requested Amount
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322	District Level	Dr. Javier Abrego; Superintendent; jabrego@adams14.org; 303-853-3204	In accordance with State Board direction, the District will select an EMO that will consult and provide technical assistance for pathway planning and implementation. The EMO will contract for terms of two and one-half years through the 2021 school year. In year one, the EMO will determine the needs and gaps of the district and will build a plan for implementation. The EMO will: • Advance the District's mission and vision via systemic reform • Create measurable and sustainable district and school improvement systems • Develop academic program infrastructure • Coordinate work with district partners • Set clear benchmarks and expectations for implementation • Progress monitor turnaround strategies aligned to our 1, 3, and 5 year plan • Support district leadership teams to successfully implement and monitor effectiveness of turnaround strategies • Develop organizational and leadership systems and structures at district and school levels including, but not limited to analyzing data to establish, articulate, and monitor measurable goals • Establish and improve processes and procedures to attract, hire, and retain high quality leaders, teachers, and support staff—particularly in staff retention • Advise school boards and district leaders on effective governance and oversight best practices This work will include: • Diagnostic reviews for the purpose of identifying systemic issues of the district • Events, facilitated meetings, and community gatherings regarding pathway planning/implementation • Translation services • Technical assistance on strategic resource allocation for pathway planning/implementation • Costs incurred during the recruitment of and negotiations with a management partner (such costs may include stipends for staff time or legal fees incurred during the establishment of contracts with partners) • Fees for third-party providers contracted to implement the state board directed action.	January, 2019 - June 30, 2019	External Management Organization (EMO): To Be Determined (TBD) through districts Request for Qualification (RFQ) process	2018-2019	Administration	0300		0.00	200000.00
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2207	District Level	Dr. Javier Abrego; Superintendent; jabrego@adams14.org; 303-853-3204	In accordance with State Board direction, the District will select an EMO that will consult and provide technical assistance for pathway planning and implementation. The EMO will contract for terms of two and one-half years through the 2021 school year. In year two, the specific actions will depend on the findings and recommended actions from year one. The EMO will: • Advance the District's mission and vision via systemic reform • Create measurable and sustainable district and school improvement systems • Develop academic program infrastructure • Coordinate work with district partners • Set clear benchmarks and expectations for implementation • Progress monitor turnaround strategies aligned to our 1, 3, and 5 year plan • Support district leadership teams to successfully implement and monitor effectiveness of turnaround strategies • Develop organizational and leadership systems and structures at district and school levels including, but not limited to analyzing data to establish, articulate, and monitor measurable goals • Establish and improve processes and procedures to attract, hire, and retain high quality leaders, teachers, and support staff—particularly in staff retention • Advise school boards and district leaders on effective governance and oversight best practices This work will include: • Events, facilitated meetings, and community gatherings regarding pathway planning/implementation • Translation services • Technical assistance on strategic resource allocation for pathway planning/implementation • Fees for third-party providers contracted to implement the state board directed action.	Year 2: July 1, 2019 - June 30, 2020	External Management Organization (EMO): To Be Determined (TBD) through districts Request for Qualification (RFQ) process	2019-2020	Administration	0300		0.00	200000.00
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2209	District Level	Dr. Javier Abrego; Superintendent; jabrego@adams14.org; 303-853-3204	In accordance with State Board direction, the District will select an EMO that will consult and provide technical assistance for pathway planning and implementation. The EMO will contract for terms of two and one-half years through the 2021 school year. In year three, the specific actions will depend on the findings and recommended actions from year one and two. The EMO will: • Advance the District's mission and vision via systemic reform • Create measurable and sustainable district and school improvement systems • Develop academic program infrastructure • Coordinate work with district partners • Set clear benchmarks and expectations for implementation • Progress monitor turnaround strategies aligned to our 1, 3, and 5 year plan • Support district leadership teams to successfully implement and monitor effectiveness of turnaround strategies • Develop organizational and leadership systems and structures at district and school levels including, but not limited to analyzing data to establish, articulate, and monitor measurable goals • Establish and improve processes and procedures to attract, hire, and retain high quality leaders, teachers, and support staff—particularly in staff retention • Advise school boards and district leaders on effective governance and oversight best practices This work will include: • Events, facilitated meetings, and community gatherings regarding pathway planning/implementation • Translation services • Technical assistance on strategic resource allocation for pathway planning/implementation • Fees for third-party providers contracted to implement the state board directed action.	July 1, 2020 - June 30, 2021	External Management Organization (EMO): To Be Determined (TBD) through districts Request for Qualification (RFQ) process	2020-2021	Administration	0300		0.00	200000.00
										Total:	\$600,000.00

Offered Services Route

Accountability Pathways Planning and Implementation

Assurances

Instructions: Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must be checked. On the "Supporting Documentation Uploads" page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage (<http://www.cde.state.co.us/fedprograms/easiapplication>) and downloaded on the "Supporting Documentation Uploads" page of this application.

In addition to the general assurances for EASI, LEAs that accept School Improvement services and/or funding for Accountability Pathways Planning and/or Implementation agree to the following:

LEA Commitments

☒ Identify a point person with decision-making authority who will lead the planning or implementation process for the school(s) being served by the grant. This person must be an LEA employee that sits on the Superintendent's leadership team and has the authority to work with the local school board.

☒ If an LEA is applying for implementation funds, the LEA will commit to investing a portion of its own budget to support implementation of its state board directed action; this amount should be at least 10 percent of total implementation costs. (Note: If applying for planning funds only, mark the checkbox, and CDE recognizes that this does not apply for the LEA and/or school(s) identified for planning only.)

☒ If an LEA is applying for implementation funds, the LEA and any participating schools will commit to complying with all progress monitoring requirements requested by CDE staff and the state board. (Note: If applying for planning funds only, mark the checkbox, and CDE recognizes that this does not apply for the LEA and/or school(s) identified for planning only.)

School Leadership Commitments

☒ School leader will coordinate with the LEA on all grant activities affecting the school.

☒ School leadership team and staff representatives attend events, meetings, and community gatherings.

☒ School leader collaborates with LEA and CDE on developing a timeline for pathway planning or implementation, which must include at least two check-in meetings a year with CDE.

General Assurances

Instructions: Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must be checked.

On the "Supporting Documentation Uploads" page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage (<http://www.cde.state.co.us/fedprograms/easiapplication>) and downloaded on the "Supporting Documentation Uploads" page of this application.

Assurances

LEAs that accept services and/or funding through the opportunities within the EASI agree to the following:

- ☒ The LEA will provide the Colorado Department of Education (CDE) the evaluation information required for each applicable program selected.
- ☒ The LEA will work with and provide requested data to CDE for this grant within the timeframes specified.
- ☒ The LEA will include relevant internal and external program stakeholders (e.g., LEA Title I coordinator, participating school principal).
- ☒ The LEA agrees to involve stakeholders in a meaningful and relevant way in the development and implementation of the proposed activities. The LEA will keep records of meetings, outreach efforts and engagement activities.
- ☒ The LEA will use funds to supplement and not supplant any state and federal funds.
- ☒ The LEA will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- ☒ Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- ☒ If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- ☒ The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Requested Funds

Exploration Supports Route

Location	Year 1	Year 2	Year 3	Year 4	Total
0024 - ADAMS CITY HIGH SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
0186 - ALSUP ELEMENTARY SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
1426 - CENTRAL ELEMENTARY SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
2308 - DUPONT ELEMENTARY SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
6534 - HANSON ELEMENTARY SCHOOL	\$64,500.00	\$500.00	\$0.00	\$0.00	\$65,000.00
4516 - KEARNEY MIDDLE SCHOOL	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00
4536 - KEMP ELEMENTARY SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
0022 - LESTER R ARNOLD HIGH SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
5982 - MONACO ELEMENTARY SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
7500 - ROSE HILL ELEMENTARY SCHOOL	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00
Route Totals	\$624,500.00	\$500.00	\$0.00	\$0.00	\$625,000.00

Offered Services Route

Accountability Pathways Planning and Implementation

Location	Year 1	Year 2	Year 3	Year 4	Total
DISTRICT LEVEL	\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$600,000.00
Route Totals	\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$600,000.00

Budget Summary

Exploration Supports Route

Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)

Object Codes	Year 1	Year 2	Year 3	Year 4	Total
0100 Salary	\$4,190.00	\$0.00	\$0.00	\$0.00	\$4,190.00
0200 Benefits	\$810.00	\$0.00	\$0.00	\$0.00	\$810.00
0300 Purchased Services	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
0600 Supplies	\$18,000.00	\$500.00	\$0.00	\$0.00	\$18,500.00
Program Totals:	\$98,000.00	\$500.00	\$0.00	\$0.00	\$98,500.00

Improvement of Instructional Services (2210)

Object Codes	Year 1	Year 2	Year 3	Year 4	Total
0100 Salary	\$65,600.00	\$0.00	\$0.00	\$0.00	\$65,600.00
0200 Benefits	\$16,200.00	\$0.00	\$0.00	\$0.00	\$16,200.00
0300 Purchased Services	\$435,000.00	\$0.00	\$0.00	\$0.00	\$435,000.00
0600 Supplies	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
Program Totals:	\$518,300.00	\$0.00	\$0.00	\$0.00	\$518,300.00

Instructional Program (0010-2000)

Object Codes	Year 1	Year 2	Year 3	Year 4	Total
0100 Salary	\$8,200.00	\$0.00	\$0.00	\$0.00	\$8,200.00
Program Totals:	\$8,200.00	\$0.00	\$0.00	\$0.00	\$8,200.00
Route Totals:	\$624,500.00	\$500.00	\$0.00	\$0.00	\$625,000.00

Calculated Indirect Costs:	\$65,572.50
Request Total:	\$690,072.50

Offered Services Route

Accountability Pathways Planning and Implementation**Administration (2300, 2400, and 2500)**

Object Codes	Year 1	Year 2	Year 3	Year 4	Total
0300 Purchased Services	\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$600,000.00
Program Totals:	\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$600,000.00
Route Totals:	\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$600,000.00

Calculated Indirect Costs:	\$21,000.00
Request Total:	\$221,000.00

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Technical Assistance: Submit questions or requests for technical assistance to EASI@cde.state.co.us (<mailto:EASI@cde.state.co.us>)